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# SCIENCE

FRIDAY, JANUARY 28, 1910

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## THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE SCIENCE AS SUBJECT-MATTER AND AS METHOD<sup>1</sup>

ONE who, like myself, claims no expertness in any branch of natural science can undertake to discuss the teaching of science only at some risk of presumption. At present, however, the gap between those who are scientific specialists and those who are interested in science on account of its significance in life, that is to say, on account of its educational significance, is very great. Therefore I see no other way of promoting that mutual understanding so requisite for educational progress than for all of us frankly to state our own convictions, even if thereby we betray our limitations and trespass where we have no rights save by courtesy.

I suppose that I may assume that all who are much interested in securing for the sciences the place that belongs to them in education feel a certain amount of disappointment at the results hitherto attained. The glowing predictions made respecting them have been somewhat chilled by the event. Of course, this relative shortcoming is due in part to the unwillingness of the custodians of educational traditions and ideals to give scientific studies a fair show. Yet in view of the relatively equal opportunity accorded to science to-day compared with its status two generations ago, this cause alone does not explain the unsatisfactory outcome. Considering the oppor-

<sup>1</sup> Address of the vice-president and chairman of Section L, Education, American Association for the Advancement of Science, Boston, 1909.